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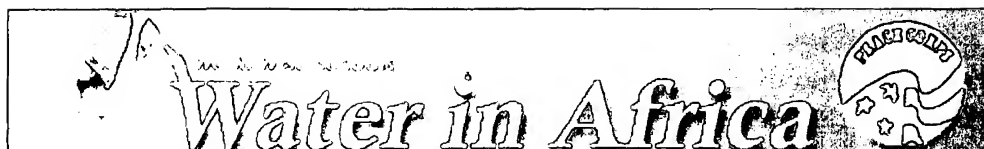
ED 457 079

SO 032 905

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TITLE The Hare and the Water: A Tanzanian Folktale. Water in Africa.
INSTITUTION Peace Corps, Washington, DC. Office of World Wise Schools.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 2000-00-00
NOTE 15p.; For related Water in Africa units, see SO 032 890-910.
AVAILABLE FROM Peace Corps, World Wise Schools, 1111 20th Street, NW, Washington, DC 20526. Tel: 800-424-8580 ext. 1450 (Toll Free); Fax: 202-692-1421; e-mail: wwsinfo@peacecorps.gov.
For full text:
<http://www.peacecorps.gov/wws/water/africa/lessons/>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; Benchmarking; *Cultural Context; Curriculum Enrichment; Developing Nations; Elementary Education; Folk Culture; Foreign Countries; Geography; Hydrology; Interdisciplinary Approach; *Literary Devices; Social Studies; *Water
IDENTIFIERS *Folktales; Peace Corps; *Tanzania; World Wise Schools

ABSTRACT

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. In this unit, third to fifth grade students explore the literary elements of a Tanzanian folktale about animals collaborating to dig a well. Students can make connections between the message in the tale and contemporary life in Tanzania as shown through pictures on the Water in Africa Web site. They will create original conclusions to the tale and cooperatively illustrate the folktale using oil pastels. The unit can be used in language arts, social studies, art, or behavior studies classes. Five 45-minute class periods are suggested for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests assessment and follow-up/enrichment activities, and lists five on-line resources. (BT)



The Hare and the Water: A Tanzanian Folktale



<http://www.peacecorps.gov/www/water/africa/lessons/>

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2000

Funded through a grant from the Department of Education, the Water in Africa project was realized over a two year period by a team of Peace Corps Volunteers, World Wise Schools' (WWS) classroom teachers, and WWS staff members. Inspired by an idea of one creative WWS teacher, the project eventually expanded into a detailed design. The development and implementation of the design included the collection of resources from over 90 Volunteers serving in African countries, the preparation of those photos and stories, and the creation of standards-based learning units for K-12 students.

The Hare and the Water: A Tanzanian Folktale

Description:

Students explore the literary elements of a Tanzanian folktale about animals collaborating to dig a well. Students will make connections between the message in the tale and contemporary life in Tanzania as shown through pictures on the Water in Africa Web site. They will create original conclusions to the tale and cooperatively illustrate the folktale using oil pastels.

Timeframe: Five 45-minute class periods

Curricular Areas: Language Arts, Social Studies, Art, Behavior Studies

Grade Level: Grades 3-5

Materials

- Copies of the following handouts as needed:
 - Folktale Elements
 - The Hare and the Water Story as told by Gary Porter
 - Storyboard Picture Plan
 - Illustration Tips
 - Evaluation Rubric
 - Art paper
 - Oil Pastels
 - Internet Presentation Device (optional)

Standards

Behavioral Studies Standard 2: Understands various meanings of social groups, general implications of group membership, and different ways that groups function.

Benchmark-- Knows that language, stories, folktales, music, and artistic creations are expressions of culture.

Language Arts, Standard 6: Demonstrates competence in the general skills and strategies for reading a variety of literary texts.

Benchmark-- Applies reading skills and strategies to a variety of literary passages and texts

Benchmark-- Knows the defining characteristics of a variety of literary forms and genres

Life Skills

Working with Others Standard 1: Contributes to the overall effort of a group.

Benchmark-- Takes initiative when needed

Benchmark-- Contributes to the development of a supportive climate in groups.

Working with Others Standard 5: Demonstrates leadership skills

Benchmark-- Enlists others in working toward a shared vision

Benchmark-- Celebrates accomplishments

Benchmark-- Recognizes the contributions of others

Visual Arts Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

Benchmark-- Knows the differences among visual characteristics (e.g., color, texture) and purposes of art (e.g., to convey ideas).

Visual Arts Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Benchmark-- Selects prospective ideas (e.g. formulated thoughts, opinions, and concepts) for works of art.

Essential Questions

How can folktales reflect the values and beliefs of contemporary society?

How can these lessons be applied to society today?

Objectives

Students will be able to:

- Identify the literary elements of folktale
- Create alternate endings that are consistent with the elements of a folktale
- Understand and apply the lesson of the folktale by working collaboratively
- Provide contemporary examples of how the folktale is relevant today
- Collaborate on a illustrated end product of the folktale

Procedure

Procedure Day One and Day Two

1. Begin by telling students that you are going to share with them a special story, a folktale, called *The Hare and the Water*. Distribute the story to students and have them read it along with you. Beginning readers can fill in words they recognize when you pause. More fluent readers can read the story aloud to partners. Read the story aloud again with great expression. You may wish to assign some students the role of different characters and have them interject the lines of their characters in your narration.
2. Discuss the story with students with guided questions such as:
 - Why did the king giraffe call a meeting (what problem needed to be solved)?
 - How did the animals decide to solve the problem?
 - How did the hare act?
 - Did the hare's actions cause him trouble right away?
 - What eventually happened to the hare?
 - Do you think the hare learned a lesson?
3. As the folktale is discussed, make a storyboard of the sequence of events on butcher paper (from left to right) or on the board. Call on students to briefly illustrate the events on the storyboard. Provide students with copies of the Storyboard Picture Plan and have them record the events along with you. Connect the events with arrows, and instruct the students to do the same. An example follows:

African Village is dry.
King Giraffe calls animals to meet
Animals dig well together.
Hare lazes around.
Hare sneaks water.
King has Elephant guard well.
Hare tricks Elephant.
King Giraffe is angry.
Hare tricks antelope and others.
King calls Tortoise to help.
Tortoise cleverly hides in well.
Tortoise captures Hare.
Tortoise brings Hare to King.
Hare is punished.
Animals enjoy water.

Procedure Day Three

1. Reread the folktale to the class or have students retell the folktale referring to the storyboard. As the tale is reviewed, ask students to identify the main elements of the

folktale. (See the list below.) Circle their responses and label the elements on the storyboard. If you wish, students may also record the elements on the Folktale Elements handout. For example, if students say that the one of the main characters is the giraffe, circle the word or picture of the giraffe and write "Main Character" on the storyboard.

Folktale Elements

Main Characters: Hare and Tortoise, King Giraffe

Secondary Characters: Elephant, some students may also say giraffe and antelope

Setting: Tanzania, Africa in a dry season (refer to a map)

Problem: No water

Solutions: Dig a new well together

Traits that Aid: Animals work together and solve problem; tortoise is clever

Traits that Hinder: Hare is lazy and tricky, a nuisance

Conclusion: Hare is punished

Outcome: The animals enjoy their clean, fresh water in peace

Lesson: By working together, a village can have enough water for all, but don't expect something (water) for nothing (not helping).

2. Next, ask students to wonder about what happens to the hare. As a class, brainstorm some ideas for new Conclusions and Outcomes for the folktale. There is no one right answer, but remind students that the endings should be a good fit with the rest of the folktale. They should also keep true to the message that the folktale delivers: that by working together, problems can be solved.
3. Ask students to generate some possible conclusions and outcomes. List on the board. Some possibilities are as follows:

Conclusions:

Tortoise is rewarded

Hare has a consequence

Hare comes back to the village thirsty and sorry

Hare returns with gift to make up for his laziness

Outcome Scenarios

Hare is allowed back in and helps dig all future wells (he is a great burrower).

Hare is banished to live beyond the village and dig wells by himself.

Hare never learns his lesson and hops from village to village looking to sneak water.

Hare's trickiness is exchanged for wisdom; his laziness for work.

Hare must serve others from the well in order to share the water.

4. Instruct students to write up a two to three sentence conclusion that they like the best. Try out their suggestions by placing the conclusion and outcome before or after the last sentence in the story.

Procedure Day Four

1. Make arrangements to use the computer lab or computer projection equipment so you can introduce your students to the Water in Africa Web site.
2. Let students get familiar with the Water in Africa site. Then direct them to the Tanzania pictures and stories or direct the class to certain passages within the resources from that country. Ask groups of students to find and share examples of how the folktale of the Hare and Tortoise applies to life in Tanzanian villages shown in these images and stories.
3. Allow students to explore other pictures on the Water in Africa web site as well. They will find many examples of people working together to build wells, gather water, etc. Discuss why this would be necessary for the health and livelihood of these communities.

Procedure Day Five 1.

Introduce students to the project they are expected to complete. Tell them that they will have an opportunity to show that they too can make group decisions and work together to make something wonderful happen. The final product will be a collaboratively illustrated version of the Hare and Tortoise folktale. Their goal is to visually recreate the folktale's message---through cooperation a village may get access to water, but those who do not cooperate cannot expect to benefit from the labor of others. In keeping with this theme, students will also be assessed on how well they work together.

2. Refer back to the storyboard and ask students to determine which key parts of the folktale need to be illustrated. Students may use the Storyboard Picture Plan (PDF or RTF) handout to keep track of illustration assignments or this can be listed on the board. Ask students to volunteer or assign them the responsibility for specific illustrations. Be sure to include some illustrations of favorite alternate endings.
3. In keeping with the folktale theme of collaborating for water, water will be represented in many of the pictures. To give the pictures movement and flow, have students use pastels and illustrate their pictures in a swirling style. See the following web site for beautiful examples of oil pastel artwork:
<http://wwwfms.bham.wednet.edu/Departments/Artd/exhib.htm>
4. Refer students to Illustration Tips and/or share the tips with students while demonstrating the swirling style that each picture should contain. Also show students how to zoom-in on their scenes. Explain that their illustrations will be viewed by others at a distance. Familiarize students with the Evaluation Rubric beforehand.
5. Since individual students are illustrating different parts of the same story, it is important to help students determine how they are going to draw the giraffe, hare, and tortoise so that they look similar across the story. Students should draw main characters in similar styles and colors. Monitor students as they draw, offering tips and suggestions for keeping the illustrations connected. Encourage students to get up and look at each other's

artwork. Occasionally have students line up their works-in-progress so they can see how their collaborative effort is coming. Discuss and revise as necessary.

Assessment

1. Arrange for students to display their illustrations and retell the folktale to other classes. Have them rehearse using their own words as a celebration of their own cooperative efforts. The final product, including the retelling, will be evaluated according to the Rubric.
2. When students visit other classes ask them to share how they applied the lesson of working together to develop this illustrated retelling of The Hare and the Water. Also have students share examples of how this folktale is still relevant in some Tanzanian villages. The following are some suggestions for the retelling of the folktale: Line up students with their illustrations and backs to the audience. Have students turn around only as their scene unfolds. Remind students to wait to begin to speak until they have fully turned around and to hold their pictures below their chins.

Follow-up/Enrichment Activities

Study two more Central African folktales featuring the hare and the tortoise. See Additional Resources below.

Compare the role of the hare and tortoise to the trickster coyote and clever raven in Native American tales.

Have students write their own folktales. They may wish to identify a community concern and pose a solution to it in an original tale. See Additional Resources below.

Additional Resources

Two excellent companion folktales can be found in *The Magic Drum: Tales from Central Africa*, by W. F. P. Burton. London: Methuen and Company, 1961.

Folktales can also be found online:

"The Rabbit Steals the Elephants' Dinner"

<http://www.members.xoom.com/darsie/tales/kalulu/html>

"The Rabbit Grows a Crop of Money"

<http://www.members.xoom.com/darsie/tales/rabmoney.html>

For more folktale lesson ideas visit:

<http://www.storyarts.org/lessonplans/lessonideas/index.html>

For lesson plans on myths, folktales, and legends, visit:

<http://www.web.infoave.net/~tnorris/lesson.htm>

About the Author

Michelle Abernathy-Tabor is a sixth grade teacher in Western Washington. She enjoys teaching at the middle school level because students at this age are full of energy for life and are interested in the world around them. She commented on this lesson after she piloted it with her students:

"My students did a final presentation, sharing their pictures and accompanying text with another class. We included the alternate endings and had our audience vote on their favorite. Students liked the one where the hare is banned and has to dig its own burrows to look for water by itself since it did not help. They thought that if the hare were allowed to stay and use the water it would wind up causing trouble again somehow."

Name _____

Folktale Elements

Main Characters:

Secondary Characters:

Setting:

Problem:

Solutions:

Traits that Aid:

Traits that Hinder:

Conclusion:

Outcome:

Lesson:

Name _____

Water and Culture

by Gary Port

Morogoro (Mzumbe), Tanzania

Here is a folktale told to me by one of my Form VI chemistry students (equivalent to first year college). It is called "The Hare and the Water."

Once upon a time there was a village known as Singino. Many different animals—such as the elephant, giraffe, antelope, buffalo, hare, lion, tortoise, hyena, and wolf—lived in Singino. The giraffe was their king.

One day there was a shortage of water in the village. There were no natural springs and not enough rain. This was a big problem. King Giraffe called a meeting of all animals in the village to discuss how to solve the problem of water. They all agreed to dig a well that, they believed, would provide enough water for all. But Mr. Hare was against the idea. He didn't want to dig.

All the animals gathered together and dug the well. Mr. Hare did not help; instead he laughed at the animals as they were digging.

Within a short time, the animals had good, clean water. King Giraffe, however, prohibited Mr. Hare from using the well water.

Since Mr. Hare could not get water, he decided to trick the animals. He went to the elephant who was on duty to guard the well and said, "I have some honey, which is very sweet. Would you like to taste it?" The elephant tried some and, liking it very much asked for more. Mr. Hare said, "I will give you more honey, but first I have to tie your hands and legs. You will enjoy it even more this way." Mr. Hare then tied up the elephant and jumped into the well. He drank some water, swam, and ran away laughing and laughing.

King Giraffe was very angry to hear that Mr. Hare tricked the elephant. The next day, King Giraffe made the antelope the well guard, but Mr. Hare tricked him too. The king tried each of the animals in the village, and the hare tricked each and every one of them. The king was furious.

Finally, it was tortoise's duty to guard the well. He sat inside the water waiting for Mr. Hare to come. The Hare eventually came and proudly jumped into the well thinking that there was no guard at all. But the tortoise caught him and took him to the king, who punished Mr. Hare severely.

Ever since then, the animals have lived in peace, enjoying their clean fresh well water.

Storyboard Picture Plan

After reading “The Hare and the Water” together as a class, decide which parts of the folktale just “beg” to be illustrated. Pick the key parts of the text that best tell the story visually. Circle the parts of the text that apply to each picture and number them in order. Write up a storyboard with the suggested illustrations to see if there are any gaps.

Give the pictures titles that describe the part of the story they will illustrate. For example, “King Giraffe Holds Meeting.” List the picture titles in sequence below and decide who will illustrate them.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Favorite Alternate Endings:

1.

2.

3.

Illustration Tips for The Hare and the Water

Look at Examples:

Refer to your library for examples of African art, water carrying vessels, African landscape, and African animals to guide you in your drawings. Find Tanzania on a map. Conduct a web search to find out what an African king would wear as a "crown."

Now look at examples of oil pastel pictures. Notice the rich, velvety colors. Notice how the backgrounds are solid with no plain paper showing through. Pastels look best when strokes move in the direction the objects move or grow.

Experiment

Let the viewer see the well water in each picture and use deep, cool color to contrast with the vibrant, warm oranges, golds, reds, and browns of Africa.

Use a swirl pattern with several complimentary shades to create backgrounds and details. For example, water can be made with swirls of blue, green, and even purple. Swirls can be spots on a giraffe, clouds in the sky, a blazing sun, sections on a tortoise shell, and clusters of leaves. Using swirls as a theme will visually connect the folktale illustrations like flowing water.

Observe how oil pastels, with their wide bands of color, work best to color in larger areas, not small details. Figure out how to zoom in on the scene you are illustrating and go for a medium to close up view.

Experiment with blending by overlapping shades: greens and blues side-by-side, yellows and oranges swirling side-by-side as a sun.

Make a Sketch

On a separate piece of paper, sketch out a plan for your close-up picture. Decide where swirls will be included and which colors will be used. If using pencil to sketch first, do so lightly and avoid small details. Get teacher approval before moving on to your pastel. When you are ready to go on to your final drawing, apply the pastels directly to the art paper without sketching with pencil. Outline parts of your picture that need definition with grease pencil.

Name _____

Date _____

The Hare and the Water Project Evaluation Rubric

5= Masterful

4= Skilled

3= Able

2= Limited

1= Beginner

Area	Points	Descriptors
Content		The student: <ul style="list-style-type: none">• Defined the elements of a folktale.• Created a picture storyboard that has sequential ideas.• Included examples from the folktale on the Folktale Element handout
Depth		The student: <ul style="list-style-type: none">• Exhibited an understanding that folktales are expressions of culture.• Proposed original conclusions and outcomes that were in keeping with the cultural expression of the folktale.• Made connections between the folktale and society today.
Process		The student: <ul style="list-style-type: none">• Participated in the project in a cooperative manner, working toward a common goal.• Acted as a self-starter.• Encouraged others and enlisted their support in the group effort.• Exhibited an understanding that working in a cooperative manner was reflective of the message of the folktale.
Presentation		The student: <ul style="list-style-type: none">• Celebrated the effort of the group by using expressive and clear voices to retell the folktale to an outside audience.• Was supportive of others during storyboard presentation.
Creativity		The student: <ul style="list-style-type: none">• Used colorful close-ups to convey ideas.• Connected ideas visually with images of water and a swirling theme.
Points Earned:	Comments:	



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